

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. XIII

ST. LOUIS, JAN., 1880

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ST. LOUIS, JAN., 1880

No. 1.

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"Entered at the postoffice at St. Louis, Mo.,
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Down to the beam the plow is put in by President Baldwin in his article on School Management, on page 6.

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If people would look into the schools and carefully examine what is being done they would be as much astonished as Mr. C. F. Adams was when he visited the school the other day at Quincy, Mass. This same work has been done for years as far West as Denver, and San Francisco, and ten thousand smaller places intervening.

THE four associations held in Missouri during holiday week were largely attended and largely enjoyed by both teachers and people.

If we could turn this feeling into action and take measures to effect some more wholesome and much needed legislation on school matters it would be better for all concerned than so much "essay" reading.

There is, as President Baldwin suggests, too much marching up the hill and then—marching down again.

Will not the State Superintendent and the officers of the State Association give the next meeting of the State Teachers' Association a turn looking to some needed and practical legislation?

We hope so.

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WAGES begin to advance all round. Prosperity attends every department of industry. Demand is brisk for nearly all commodities, and prices are on the advance for everything. This advance should reach the school teachers without further delay.

ARKANSAS held a large and profitable educational meeting during the holidays, at Helena. The State Supt. Hon. J. L. Denton, was present, and others too, had only the best and most cheering reports to make of the progress of the new movements everywhere among the people to perfect the school system of the State. Helena opened her hearts and homes and made every one welcome. New measures were inaugurated that will do much to carry on the good work, Supt. Denton leading off.

ILLINOIS not only holds her own, but gains new points and new power too in the grand meeting of the State Teachers' Association held during the holidays.

The twenty thousand teachers are in their work and influence doing more to shape the character and destiny of this State than all the churches and the legislature combined.

Strong men, and women too, in the ranks are "building wiser than they know."

KANSAS makes a splendid showing, especially in the work of NORMAL INSTITUTES.

Out of six thousand, seven hundred teachers employed in the State, over six thousand were in attendance upon the well-organized, well-systematized Institutes.

The people, too, were in attendance largely at the popular and instructive evening lectures delivered, and a vast amount of useful, practical information was given at these popular evening lectures.

A grand thing for all concerned is such an educational campaign.

It would do good in every State.

Kansas already in the increased interest in school matters shows the beneficial results of it.

MISSISSIPPI, with her large cotton crop turned into money, with the better feeling of the people, with returning prosperity is making new and enlarged provision for the better education of the people.

The University at Oxford never had so many students, and new public and private schools are being organized in all parts of the State. These are very hopeful and encouraging signs of the times.

TENNESSEE is pressing on vigorously and successfully in the educational work. Not only the teachers, but the people generally are in attendance upon the Institutes held, and these have become so popular that churches and halls are filled to overflowing at each session.

MARYLAND comes and puts in a plea for a more extended curriculum and course of study in our Common schools. There certainly is no danger of over education yet.

You cannot make wise legislators out of persons who attend school only about three years, and State Supt. M. A. Newell, shows this very plainly on page 4.

TEXAS comes to the front and shows us what is needed there, and also what they are now doing for the schools.

The people too are uniting in the new and grand movement inaugurated by the Sam Houston Normal University.

The private schools all over the State are doing well, and it is said that ten or twenty children will be attending school during 1880, where there was one in attendance in 1878-9.

THE "bubble" of the "Quincy Method" and the "Boston Notion" of so much "Oral Teaching," are both exploded in this issue on page 4, by Mr. Joshua Bates, who has been one of the leading teachers in the vicinity for about forty years!

PRESIDENT BALDWIN throws out a "plank" or two for those who need such things, in his article on "School Management," in this issue. He evidently thinks that some people stand on "slippery places." What do you think?

A POINT WELL STATED.

MR. JOSHUA BATES, who has been a teacher for nearly forty years, in an article printed in the *Boston Herald*, states very plainly the weak points in merely oral instruction.

This cry for the disuse of text-books is unwise and will be found to be very unprofitable in the outcome. Mr. Bates says:

I very much doubt the practicability or wisdom of the change recently introduced of so much

ORAL INSTRUCTION, and the recommendation of so general a disuse of text-books. Mental discipline and intellectual acquirement must go together in education, and these can be secured only by individual effort and application to study. Would you look for a well-developed, strong and vigorous arm you must go to the laborer to find it, to one who has strengthened his arm by muscular effort. So it is with mind.

The pupil must work for himself, and not expect to have the work done by the teacher; and it is just as important for children in our common schools to learn principles and rules from text-books, and to know how to study, how to acquire knowledge, and how to use that knowledge, as far as it goes, intelligently and well, as it is for scholars in the higher grades of schools.

Among our prominent men in all departments of study, who are the most distinguished and successful in professional life? Are they not very often men who, unaided, and by hard mental effort, have essentially educated themselves?

Children must study principles and the text-book for themselves, and no amount of oral instruction can take its place. Explanation in studies to a certain degree is important and necessary.

Every well-disposed and successful teacher will so aid and direct all study, as not to interfere with mental discipline and attainment.

He will help his pupils enough to stimulate their curiosity and industry, and thus prevent them from being discouraged by appalling difficulties, but never giving them too much explanation or superabundant aid, and thus leaving them no motive or opportunity for research and study on their part.

Oral instruction, as generally adopted and practiced, implies cramming, and not the unfolding of thought. The pupil should have freedom of mind to act and search for himself.

The highest acquisition of knowledge is not so much obtained through oral instruction, as it is by mind power, inwrought by early habits of investigation, to be developed in after life.

The scholar should act, think and gain knowledge for himself, chiefly by close application, and not be too often aided by explanation. Severe intellectual training fixes the attention, strengthens the memory, quick-

ens the perceptions, and guides the reflective powers, cultivates the taste and gives acuteness to the faculties of comparison and discrimination.

A wise teacher very often checks himself in the very act of communicating some important fact or principle from the apprehension that it will be far better for his pupils to search it out and investigate for themselves. "It is no wisdom," says

DR. THOMAS ARNOLD, the late famous teacher of the Rugby School, England, "to make boys prodigies of information and mere passive recipients of knowledge, but it is wisdom and duty to cultivate their faculties and discipline their minds."

The Socratic method of catechising and questioning, skillfully and properly done, is at times well and highly important, but the continual pouring in of information, explaining away all difficulties in lessons, and the constant talking on the part of teachers, without thought or mental discipline on the part of pupils, are confusing, diluting and weakening to the mind.

The tendency to-day in our schools is to encourage, and even demand an excessive amount of empty talk; and likewise teachers of small attainments and less scholarship are expected to enlighten their pupils on all subjects, and the one who is gifted most in loquaciousness is commended and held up for imitation.

If such teaching is encouraged, there may be some general smattering of knowledge in the community, but less mental force, and consequently much superficial instruction.

DO YOU AGREE WITH THIS?

PROF. M. A. NEWELL, of Maryland, in a recent address states the case fairly and fully in regard to the duty of the State to educate and the necessity existing for State education.

We have room for only a brief quotation but the whole address would be a good campaign document for our teachers to circulate.

Prof. Newell says:

"Lest I should be suspected of making a definition to suit my argument, let me quote the words of George Combe, written nearly half a century ago: 'The object of education ought to be to train by means of exercises the whole systems composing the human being, to the best conditions for exercising their functions; to develop the natural feelings and intellectual faculties into full vigor and activity; to direct them to their

PROPER OBJECTS,

to bring forth a healthy, vigorous and harmonious action which shall lead them to health, prosperity, holiness and happiness. Such is the just and rational aim of education.' Speaking before the people of the United States, he said: 'I desire to see in this country a moral and intellectual machinery put into vigorous operation, calculated to teach the young the legitimate spheres in which all their faculties should act.

I desire to see public opinion, which is here your restraining power, composed of the sum of the

PREJUDICES, passions, interests of the day, but of the wisdom and virtue of millions of trained and enlightened minds.

Such a public opinion I should regard as the best and safest of all governing powers. An ignorant public opinion is, to the wise and good, a revolting tyranny.

You have established

UNIVERSAL SUFFRAGE, placed supreme power in the hands of your majorities, and no human means short of military conquest can deprive the majority of its sway. You have, therefore, only one mode of action left to reach the goal of national happiness; enlighten your people, teach them whatever is necessary for them in order to guide their faculties aright, train them to self-control; train them in youth to bend all the inferior feelings under the yoke of morality, reason and religion. In short, educate them, and educate them well!"

In the light of such a definition of education, how absurd, how puerile is the question, How far may the State rightfully go in the education of her children? If she has the right to take a single step, she is bound to go just as far as she can. The limit is not a limit of right, it is simply a

LIMIT OF EXPEDIENCY,

a mere question of money. If the State undertakes to do anything at all in the way of real education, where can she stop in her effort to form and direct that public opinion which is the very breath of her nostrils? If our schools can give that training of which I have spoken, what human power can draw a line and say to the incoming tide, 'Hitherto shalt thou come and no further?' And if a line could be drawn, where would you place it? At the Primary School? The Intermediate School? The Grammar School? The College? There is not a single argument in favor of public education in any grade that does not apply with greater force to education in the grade immediately above it.

Whatever benefit the State reaps from the right training of a child of seven, the benefits are enormously increased when the subject is a young man of twenty. Indeed, I believe it would be hard to find a valid argument for schooling the very young at the public expense, except that such schooling is necessary to prepare them to receive higher instruction and more useful training. And so we find that our forefathers in England and Maryland commenced with the *Academy*, and worked downward by slow degrees to the Primary School.

THE STATE,

for her own preservation, must have well informed and well behaved citizens. It does not follow, however, that the State must bear the expense of all higher education. It is only when other resources fail that she is

called on to exert her sovereign power. Had the people as individuals furnished themselves with the proper machinery for primary instruction, the action of the State would have been superfluous, perhaps injurious. And where private philanthropy has built up great institutions of learning, as the Universities of Harvard and Yale, or at Princeton and Baltimore, there needs be no additional expense incurred by the State. But when private benevolence fails, the State for her own preservation must supply the want.

AN EDUCATIONAL QUALIFICATION.

WHEN we look over the official records of the Commissioner of Education and see that over nine millions of children are growing up in this country without any training in our schools we do not wonder that wise and good men begin to agitate for an "educational qualification" for voters.

When we take into consideration the fact that without education men are necessarily limited in their ability to judge of the results of legislative action and the other fact that these very persons are soon to step into positions to legislate for corporations—legislate for invested capital—legislate for all the complex conditions and questions growing out of our new civilization we think it behooves men who control this invested capital and who are to be subject to this unwise legislation—to see to it that schools are maintained—that these prospective law makers have a chance to inform themselves.

One of our correspondents in a late issue wisely said:

The information which the voter needs cannot be sufficiently attained except through the channel of reading and writing. Divested of this qualification of intellectual culture—allowing the ignorant man's vote to be controlled, directed or purchased by the educated or wealthy demagogue, would subvert our institutions.

And are we not now suffering as a people,—a nation, from having given the franchise, by the letter of the law which, in its conditions may be met by the physical man, to masses of voters whose act of voting is but a legalized farce?

And is a reform practicable. Can not our fundamental law be again amended so as to require an educational provision for the voter?

Is it not little enough of knowledge required to be able to read and write well in the English language; and to specify that the Constitution of the United States shall have been read in its entirety, previously to voting on questions and measures of national policy?

And to have read the Constitution of the State in which the voter resides in order to vote for State, county or municipal officers?

INDIANA only lacked one vote to secure compulsory education at the last session of her Legislature.

ABOUT SCHOOL TAXES.

WOULD it not be well to look into this matter a little further and see who it is that pays the taxes to support schools. We think it can be done to good advantage.

The holders of the bonds of our railroads and the owners of the stock in our railroads pay a large amount of taxes in this and other States—at least they should do so.

Jay Gould and a syndicate of New York capitalists own the two great lines of railroad in Missouri and Kansas, and Boston and London own another large portion of the railroad running through Iowa and Nebraska as well as through Arkansas and Texas.

Now then the fact is, that a large portion of the property which is taxed to defray the expenses of our schools belongs to non-residents who are very largely benefited by good schools—hence the amount for each individual tax-payer who resides in the district to pay is, when scattered over the whole taxable property, very small compared with the benefits the children derive and others derive from the establishment and maintenance of good schools.

Talk over this matter and do not let us be penny wise and pound foolish and cheat ourselves and our children out of the schooling necessary to give them a start in the world, for the sake of helping the rich capitalists of New York and Boston.

WHEAT OR CHAFF?

THE statistics of our late immense wheat harvest make no account of the straw nor chaff.

The knowledge imparted in all our schools should be valuable, as pure wheat. No time should be wasted on trash. The machinery should be adapted to the best possible results.

The power to acquire knowledge should be developed with far more care than is given to minor points.

The taste and love for truth, the habit of discerning between truth and error, should be cultivated with even greater earnestness than all else. When this is effectually done, the young student will continue to learn long after leaving school—and all his life. Is this our aim? Is this the usual effect of our school-training?

If not, we are merely packing a few samples of wheat ready-made, and are not forming the vigorous, enthusiastic and skilful wheat-grower. Wheat or chaff?

Thanksgiving Day has just passed. The nation has produced over twenty-five hundred million dollars' worth of various crops this year. \$2,500,000,000! How? By the work of millions of good citizens, each fulfilling his duty with whatever degree of skill, or capital, or industry, or energy each possessed.

How are such citizens taught and trained? By the schools, the homes, the laws, the institutions of our country.

To augment our physical well-being; to elevate the character and the habits of the new citizens who are added, each year, as an annual reinforcement, by myriads, to the vast army of intelligent producers and consumers; to bring up still better men and women who shall surpass their parents in all civic virtues—these are grand objects, worthy to inspire the utmost zeal and effort on the part of all who have the care of the young. The humblest teacher is sharer in the magnificent results. The self-denying, self-sacrificing teacher who promotes thus the welfare of the nation, is a public benefactor—more than the tutors who prepare a prince to bear the scepter of a kingdom.

READING CLUBS NEEDED.

THE following facts which we clip from a late issue of the *Christian Union* will be read with interest showing as they do how bare and empty seven million households are.

We hope our teachers will with the "Reading Clubs" they are organizing all over the West do something effective to remedy this state of things.

The *Christian Union* says:

The population of the United States is forty millions; eight million families in round numbers.

The aggregate circulation of the religious press is about one million.

Seven-eighths of the households in the United States do not yet take any religious paper.

The circulation of *Harper's* and *Scribner's Magazines* combined is about 250,000.

The circulation of all other monthly magazines does not probably aggregate double that amount.

Seven million households without a monthly magazine.

Cannot afford it? There is no country in the world where art and literature are so cheap and so good.

In Wycliffe's time many a farmer exchanged a load of hay for a few pages of Wycliffe's translation of the Bible.

This Fall apples are \$2.50 a barrel. A barrel less of apples in the cellar will give the household a good weekly newspaper through most of the year.

The best art of the world is brought within the reach of meager incomes.

The *Saturday Review* has been examining *Scribner's Magazine*, and as a result of its examination declares that the best engraving of to-day is to be found not in England, France nor Germany, but in AMERICA.

Engravings which cost in production a thousand dollars can be bought on our streets and in our cars for twenty-five cents.

We are amazed at the number of families in this country which have no library.

Perhaps a single weekly newspaper, probably a few chance books pushed into their parlor by canvassers and a few highly ornamented specimens of the binder's art on the center table, and nothing else; and literature in America is so cheap and so good.

But we are improving. The Chautauqua Literary and Scientific Circle, the Home Studies plan of Boston and the various reading clubs, some account of which has heretofore been given in our columns, are all good indications.

So are the cheap libraries, which are by no means confined to novels.

All these are precursors of the time when a house without a library will be as rare and as pitiable as a house without a larder.

HOW TO STOP THE WASTES.

PROF. J. H. COLLINS says in the Educational Column, in *The Canton Press*, which he conducts very ably, that "we can stop the wastes—of time and money both—when the teachers and school officers meet often together to agree upon plans by which all can work more efficiently. Let us find out what the best methods are, and adopt them in our schools. Teachers can only find out these things by coming in contact with others who are engaged in the same work. If every teacher in the county could attend such a meeting as we had at La Grange, two or three times a year, new life would be infused into educational work and the results would be three-fold greater."

Prof. Collins says: "The Duty of School Officers," was so well presented by Mr. Thomas, president of the La Grange School Board, and so earnestly discussed, that it should have been heard by all the school officers of Lewis Co. If the suggestions, there presented, were put into practice, vast improvements would be made in our schools.

A GOOD SUGGESTION.

WE clip the following important and suggestive items from the Educational Column of the *Savannah Reporter* conducted by Prof. E. R. Carr. He asks:

"What are we doing for those big boys, the young men, who still lack the qualifications to make them successful in business either as farmers, or legislators, and yet do not care to go to school and be classified with the small boys and girls? The long winter evenings have come, and many a youth is wasting them in vain pursuit of pleasure who might be led to do and learn something useful."

Where it is not practical to hold night schools, why could not

EACH FAMILY

adopt a plan something like the following: Let all the family gather around the fireside, and let some one read a selection from an instructive book or paper or magazine. Have a dictionary, history, and geography at hand, to which to refer on all these points. When the reading is over, let each one reproduce or criticize freely the portion read, or add such other information to elucidate points as they may have.

Take up the subject of

NATURAL HISTORY,

let them proceed to secure specimens

to test by observation the truth of the paragraphs read. This might be varied with pastimes in numbers, and giving one another places to find in geography or exercises in drawing of some kind. How many of us stop to spell, analyze and define even a tithe of the new words we find, yet how much might each one add to his vocabulary and his stock of useful knowledge if he had learned this habit in youth.

These are practical suggestions well worthy adoption.

WHAT DO YOU THINK OF IT?

WHAT do you think of such facts as we find in the official statements of the Commissioner of Education?

Facts like the following:

The school population of 38 States is 14,227,784.

The number in daily attendance is 4,919,408. Subtract the one from the other and we find that we have over nine million of prospective voters growing up in ignorance.

Where are the more than 9,000,000 who are out of school?

What are they doing? What sort of an education are they getting?

In this country, where every voter is liable to become a law-maker, we have, in addition to the millions of freedmen and white men who can neither read nor write, another army of over 9,000,000 growing up without school training; growing up to make laws for you and for me. Make laws to dispose of life and property.

The facts are abundant to prove that when the education of the people is neglected, when the children are left to grow up unruly, untrained and vicious; the school years wasted and demoralized; the parents careless, embittered, quarrelsome, there the young are lost to industry, intelligence and honorable citizenship.

Mr. Tax-payer, you can take your choice between good citizens or bad ones—how bad and corrupt, and mischievous and criminal, it cannot be told till their race is run and ended—ended in the hovel, the grog-shop, the poor-house, the jail, the prison or on the gallows.

Property pays the cost of all this, and you get nothing for the taxes you pay in this direction—only a fancied, not a real protection.

Has this question of the value of public school training been put plainly before the tax-payers of your school district?

Do they understand it?

Do they know, and are they all convinced of the fact that it is cheaper to educate the community than to be taxed to support them as paupers, or to punish criminals?

Property pays the cost of, and the enormous burden of expense of all this criminal prosecution.

This question cannot be put off.

Shall we educate and save the young, or be taxed to punish and provide for the adult criminals?

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XLIV.—Conditions of Educational Progress.

PROGRESS IS THE SPIRIT OF CIVILIZATION.

The world's educational progress during the present century is even more wonderful than its material advancement. At the beginning of the century education was regarded as the privilege of the few; now the duty of providing for universal education is unquestioned; then, no nation had a public school system; now, every civilized state has a school system; then, school buildings were hovels; now, the school-room is a palace; then, school furniture, school apparatus, and school books were shockingly crude and scanty; now, these instrumentalities are marvels of beauty and skill; then, the old school master was the butt of ridicule; now, the modern teacher is a leader among men.

THE OLD AND THE NEW EDUCATION.

In two or three decades our new education will become the old. Our favorite systems, methods, and appliances will seem crude. Marvelous as has been the progress, especially during the last half century, still grander and vaster developments await well directed effort. To-day the masses of our race are barbarians. In the most enlightened of nations the millions are but semi-barbarous. Our mission is the elevation of the race. Stupendous work! Error is fleeting; truth endures. In so far as we reach truth, we build for the future. Truth alone benefits man. He is the greatest benefactor who eradicates most error and establishes most truth. In view of boundless possibilities, we turn to the pressing interrogation—what are the conditions of continued and accelerated educational progress?

BETTER PHYSICAL CONDITIONS IS THE FIRST CONDITION OF EDUCATIONAL PROGRESS.

The soul is embodied. The organism through which the mind works needs to be healthy and vigorous. People need time for culture. Human life should not be a mere struggle for existence. Greater physical vigor and more leisure lie at the foundation of human elevation. We venture some suggestions.

1. *To make our bodies fit instruments of the soul is a sacred duty.* Good parentage, careful rearing, and hygienic living are simply imperative. The duty of physical health and vigor should be inculcated around every fireside, taught in every school room, pressed by every journal, proclaimed from every platform, thundered from every pulpit.

2. *Temperance is a sine qua non.* Temperance is self-control, subjecting the animal to the man. Temperance tends to health and leisure. Intemperance is the curse of our race and must be removed. We specify:

(1). *The liquor traffic with its*

train of evils must be prohibited. The cost is fearful. In our country and Great Britain, the direct and indirect cost of alcoholic drinks exceeds the cost of food and clothing. Worse, the liquor traffic brutalizes, destroys physical vigor, burns out manhood, and leaves the body a fit dwelling place for fiends.

(2). *The tobacco traffic with its benumbing and degrading effects must be abolished.* We need not argue. The startling facts stare us in the face. The liquor traffic and the tobacco traffic must go. Abolish these and you change seas of human woe to mountains of human joy. You double the physical vigor of the race. You save time and money enough to feed, clothe, and give a college education to every child in the land. *Alcohol and tobacco must go.*

3. *The body must be made the servant of the mind.* To pamper the body and starve the soul is the most idiotic of crimes. The body serves for a day and is shuffled off; the mind goes on forever. To live for luxury and lust is to subject the man to the brute and to exchange an eternity of happiness for a fitful dream. Obedience to the physical and moral laws of our being will give vigorous bodies—fit servants for immortal souls.

Remarks. Right living is inexpensive and gives at once health and time for culture. This is no Utopian dream but simple common sense. To make educational progress and the elevation of the race possible we must begin at the foundation, and better the physical conditions of the masses.

A HIGHER EDUCATIONAL IDEAL is the second condition of educational progress. Human achievement never surpasses its ideal. A low ideal bars grand results. Lofty ideals inspire and lead to greatness.

1. *The educational ideal of the masses is utilitarian and material.* Will it pay? Will it enhance material prosperity? This low ideal hangs like an incubus over all educational work, rendering progress impossible except as the ideal is elevated.

2. *The ideal of the masses as to higher education is erroneous.* "Education unfits for ordinary life; education renders the people discontented; education makes people ashamed to work; education causes college boys and girls to become lazy." Such notions, though common, are false and misleading.

3. *To produce a nobler manhood is the true educational ideal.* Let the masses once realize that education is the development and training which renders a man of most value to himself and the race, and fits him for the highest happiness of which he is capable; let a noble manhood become the popular educational ideal and a stupendous change will take place in our educational work.

WISE AGITATION IS THE THIRD CONDITION OF EDUCATIONAL PROGRESS.

Agitation is cosmic; agitation keeps pure the ocean and the air; agitation is the process of purifying and elevat-

ing society. To effect results, the agitation must be well directed and persistent. Educators may learn many a lesson from politicians. Every State should have a well digested platform looking to steady educational advancement. The planks will be changed to meet the demands of the State and the times.

IDEAL EDUCATIONAL PLATFORM.

First Plank. Resolved, That only persons who have demonstrated by experience their fitness to teach shall be employed as teachers.

Remarks. This plank is sound and will endure for all time. Ability to teach can only be tested by teaching. The aspirant may for a few months assist a skillful teacher in a graded or ungraded school. The compensation will be practice and criticism. The practice may be secured in normal and training schools. The school is for the benefit of the pupils. It is certain that no one can teach who has not practically learned the art. This plan justly excludes untried persons from the brotherhood of teachers, thus protecting childhood from bungling experimenters.

Second Plank. Resolved, That the position of the efficient teacher shall be made permanent.

Remarks. The policy of changing teachers quarterly or yearly; or of having a female teacher in the Summer and a male teacher in the Winter, is simply ruinous. Good teachers are driven out of the profession, and half the money expended is wasted. The loss to the pupil cannot be estimated. While teaching continues to be the most precarious of all occupations, educational progress will continue to be seriously retarded.

Third Plank. Resolved, That efficient teachers shall receive fair salaries.

Remarks. The mass of our teachers are meanly paid. High sounding speeches about education and the meager salaries paid teachers are shameful contrasts. The salaries of teachers should assuredly compare favorably with the remuneration of other occupation requiring equal skill and labor. This is fair. Then we will be able to retain in the profession talent and efficiency. Putting positions up to the lowest bidder; making salaries the same regardless of qualifications; and reducing salaries below the cost of intelligent living are relics of barbarism.

Fourth Plank. Resolved, That superintendents must be successful teachers and must possess a State certificate, or its equivalent.

Remarks. The superintendent plans and directs, and hence must be a leader. As such he must be a master workman and familiar with the details of the work, hence must be chosen from the ranks of professional teachers. To appoint or elect superintendents from partisan or personal considerations is monstrous. *Fitness must determine the choice.*

Fifth Plank. Resolved, That school officers and teachers, from State Superintendent down, must be chosen on account of fitness.

Remarks. We must have ability and fitness in all departments of the school work. Place hunting, favoritism, partisan influences and denominational preferences must be rebuked. "The case is a rare exception," says a leading educator, "where teachers and school officers are not chosen by political influences, or by denominational preferences, or by personal feeling. If they are good men and women it is accidental. A rascally state of things for the nineteenth century."

Sixth Plank. Resolved, That teachers and friends of education must organize, and must vote, regardless of party affiliations, for men and measures favorable to educational progress.

Remarks. Ideas must become acts. Our educational associations are rich in ideas, but the conversion of ideas into acts seems to be a lost art. These associations often remind us of the "ten thousand men that marched up the hill and then marched down again." Momentous interests call educators together to consult and determine; they should go forth to achieve. A working platform would augment the value of educational associations a thousand fold. A political educational party, or a political temperance party, is an inexcusable blunder. What we want is that the friends of human elevation act as one man, and work for results. In public and private, in the caucus, at the polls, and in the legislature—the united and concentrated efforts of the friends of education will tell for human good. Organized and well directed effort succeeds. A bold and determined policy may frighten weaklings, but it will command the respect and support of men and women.

State Normal School, Kirksville, Mo.

"THE SCEPTRE OF KNOWLEDGE"

"KNOWLEDGE is power," says Lord Bacon, which is true of all useful knowledge. Ignorance, weakness, to even a larger degree, ignorance of law is the weakness that compels men to become clients, i. e., dependents on the lawyers. Ignorance of medicine is the weakness that compels us to become patients, i. e., sufferers, at the hands of the physician. Further instances are needless.

The emblem of Kingly power is the sceptre. None but the sovereign could wield it. It may be a mere stick, staff, or truncheon two feet long adorned with the rude ornaments of savage tribes, or with the gold and jewels and workmanship of the orient; but it symbolizes the might and means of the men and wealth of the kingdom or the empire. The monarch and the sceptre may have been Ahasuerus, Solomon, or Tarquinus, or William the Norman, or Lewis XIV, but the sceptre was embodied the grandeur of the realm.

"All in whose hands is the sceptre of knowledge," were the closing words of a petition in Mr. Beecher's Thank

giving sermon, just before his discourse.

We conceive no grander idea than the sovereignty of an enlightened, free and virtuous people. Knowledge is the sceptre of every such man as a constituent member of the sovereign people.

Fellow-teacher! you are training the children who are to be the rulers, and to be the legislators, the intellectual and moral sovereigns of these States. Train them in knowledge, and the love of knowledge; in useful truth, and the hearty love of all truth; in wisdom, and the manly power of clear-headed wisdom. You shall attend the coronation and enjoy the benefits of their reign. Fit them for the throne and the sceptre.

Parents! your children are to be above kings in all the attributes of manhood, if you and teachers co-operate in duty: yes, above average kings in character, by many a grade, if they become worthy citizens under our republican government. Look abroad over our forty millions as they are; look forward to our eighty millions as they will be. Qualify your children for the throne and the sceptre.

PLAIN TALK.

THE state of things complained of in the paragraph below is not by any means confined to New England, but these "stolid, stingy school committees" must face the music after a while and pay for the poor work done by incompetent people in all departments.

We all smart for the ignorance which we find everywhere. Incompetent legislators make poor laws; incompetent mechanics make poor articles; incompetent engineers make poor railroad bridges, and trains plunge down into the river; incompetent workmen make poor trash everywhere and boats blow up, trains run off, and a few smart men in the legislature turn us over, bound hand and foot and mortgaged, to the "great corporations."

Does ignorance and incompetence pay? Had not this matter better be looked into? We think so.

Here is the paragraph.

Rev. A. D. Mayo says: "No one but a careful observer can estimate the damage to the schools (in the country districts) from the heartless and stolid stinginess of hundreds of those boards of school committee men during the past five years. It is not too much to say that the entire class of superior teachers in these towns is in the market bidding its time to remove to more favored localities."

It is not economy to limit the education of the people to such an extent as to render them poor and ignorant and so hamper and limit them.

People who have a chance to go to school only about three years, all told, are in no immediate danger of being "over educated" especially when this is the material out of which our law makers are to be made.

HOW TO STUDY GEOGRAPHY.

PROF. ALEX. HOGG says:

"Physical geography begins, really, where geology ends. It concerns itself only with the present complete condition of the globe. To us our own earth is the most marked feature of nature, viewed on its inorganic side; to us it is the planet best known of all, or rather the only one closely known, the point whence we draw conclusions on the whole universe, the resting ground for the glass that searches the Kosmos, to use Humboldt's words."

Carl Ritter says: "The earth is the grand floor, so to speak, of nature; the home, or rather the cradle, of man and of nations—the dwelling-place of our race. It is not merely a region of

IMMENSE SPACES,

a vast superficies; it is the theatre where all the forces of nature and the laws of nature are displayed in their variety and independencies. Besides this it is the field of all human effort and the scene of a divine revelation!" Hence the study of

OUR EARTH

is a comprehensive and systematic treatment of the land, the water, the atmosphere, and life upon the earth; the laws that govern the situation, extent, outlines, and relief of the land masses; the cause, the extent, the connection, and the influence of the great oceanic currents; the distribution of heat upon the surface of the globe; the general atmospheric movements, and what is their cause, course and influence; what laws control the periods, distribution and amount of rain upon different portions of the globe; the general laws that govern the distribution of vegetable and animal life, and how all these laws are related to the character and well-being of the

HUMAN FAMILY,

should hold no second place in any system of practical education, unless it be to the study of man himself; for, while science may claim to be "the right interpretation of nature," man is still the interpreter.

MEMORIZING.

A correspondent of the *Springfield Republican* who has been visiting the training school for feeble minded children in Pennsylvania relates the following incident:

"The trite saying that 'blood will out' is exemplified in the idiot savant, who is never found among the lower orders.

A curious case of this kind is reckoned among the pupils of this school. So remarkable are his powers of memory that after listening to a sermon, or other discourses, he is able to repeat it, verbatim, preserving, also, the intonations of the speaker. As a test of this singular faculty the lad was once taken to Media to attend a lecture upon some scientific matter, and the next day was asked to repeat it.

To the astonishment of all he read-

ly repeated the entire lecture, rendering Latin phrases and technicalities as glibly as the vernacular; yet in his mentality the reflective power was dull and feeble, and he was wholly unable to convert into practical sense the knowledge he so lightly acquired."

LET us be careful that something more than mere words, mere memorizing goes into the teaching and training of our pupils.

To this end short reviews when the pupil tells as best he can in his own language the leading points of the lesson are valuable.

A REACTION.

THE fact is the attack on the President of the Southern Normal University at Carbondale has begun to react already, and Dr. Allyn stands in his place not only undisturbed, but rather stronger than before the attempt to "oust him" was made.

We expected as much and hence we declined to allow our space to be occupied by the partizans of either side.

It seems proper, however, now to give space to what Hon. Newton Bateman, who was so long the able and honored State Superintendent of Public Instruction, said of him years ago, and the endorsement of Miss West, of Galesburg.

President Bateman said:

"Dr. Allyn's labor and experience as Superintendent of Public Instruction in Rhode Island, as professor of ancient language in the Ohio University, as president of the Wesleyan and Female College of Cincinnati, and as a member of the Board of Education of that city, and his late services for eleven years as president of one of the oldest and best colleges in the State, and his earnest activity in all the movements for the improvement of our public schools, speak favorably for his capability to assume the charge of so important an enterprise, and argue well for the wisdom of the trustees in their choice of him, from among the many other distinguished men who might have been selected, and who would certainly have accounted the position one of rare honor and great opportunities for usefulness. The associates of this richly experienced chief were subsequently elected."

My own opinion may have little weight compared with that of Dr. Bateman, yet I cannot let this occasion pass without expressing the high appreciation I have for Dr. Allyn. There is not an educator in our State or in the United States for whom I entertain a more genuine respect than for Dr. Allyn; there is not one who is doing more thorough, efficient work, nor one under whose care I would more willingly place a young friend. What Dr. Bateman is to Knox College, Dr. Allyn is to Southern Normal—the wise, judicious, efficient Christian father.

Gov. Callom in a conversation with us in regard to the work and influ-

ence of the "Southern Illinois Normal University," said:

"There is not a school district, or scarcely a home in all the southern part of the State but what has been greatly benefitted by this Institution, and the order, the training, the culture, the wholesome, helpful influence of this school is everywhere seen and felt."

Dr. Allyn may thank his enemies, then, for thus giving his friends an occasion to repeat to the public the strong endorsements of those who are best fitted to judge of his work.

The years of successful and honored labor—the results achieved—the lives of tens of thousands made richer and stronger and more lovely withal, ought to exempt one, it would seem, from such an ordeal. But gold will stand the test in a trial even by fire!

ONE of the most prominent normal school teachers in the country says: "The December number of the AMERICAN JOURNAL OF EDUCATION is one of the best papers for teachers and tax payers to read, ever published. The article on page six, by Dr. Wm. T. Harris, on 'New and Old Methods,' is worth the price of the JOURNAL for ten years!" All of which is undoubtedly true, but we have printed a large number of equally valuable articles in the last twelve years and shall keep printing them so that our teachers will do well to circulate these printed pages among their patrons and the tax-payers.

It is easy to show that money paid for schools becomes an investment at compound interest.

Our teachers train the children, all the time, to habits of industry, punctuality, and obedience to law—train to intelligent productive citizenship. Whereas, without the school; without this training, the youth grow up idle, ignorant, law-breaking, law-defying villains, and property—your property, Mr. Tax-payer—pays the bill.

But in this latter case you get no "value received," but have to keep on paying good money for nothing; for nothing except a mere wreck of a man—a rotten hulk—a sheer incubus at best.

Education pays. Ignorance costs.

By all means use the local newspapers, for you are, as teachers, their best friends.

You train for them an intelligent constituency, all the time, who will not only demand good newspapers, but who, by virtue of your training, will have the ability to pay for them.

Clip short items from your educational journals; comment upon them—dress up the facts in new language, and keep the tax-payers and patrons of your school posted as to the advantages of intelligence, and industry, and sobriety, over vice and crime, and debauchery.

Circulate the printed page.

TENNESSEE American Journal of Education.

W. F. SHROPSHIRE, Editor and Publisher.
RIVES, OBION COUNTY, TENN.

In future, all communications for the TENNESSEE AMERICAN JOURNAL OF EDUCATION, and all subscriptions must be sent to the Tennessee Editor, at Rives, Tenn. Parties failing to receive their paper promptly, will please notify us, and the matter will be attended to at once.

Obion and Gibson County Teacher's Institute, Kenton, Obion County, Tennessee, Dec. 12th and 13th, 1879.

THE above body of teachers had a delightful meeting in the charming little village of Kenton, on the 12th and the 13th of December. A splendid programme was prepared and many valuable papers were read, which elicited many lively discussions. The opening address of welcome was finely delivered by Rev. Jos. McLosky who knows just how to talk to teachers to make them feel good. His welcomes are always warmly received because they come from a heart fully awakened to the great interests of common school education. Bro. Jos. is an old educator and "knows how it is yourself."

In the absence of Superintendent Coulter, who was programmed for the response, Dr. Maxwell kindly consented to represent Mr. Coulter, which he did in a very handsome and graceful manner.

Misses Brown and McKelvey then sang the song of welcome, and thus opened the exercises.

Prof. Waldo Mead, of Dyer Station Academy, then read an able paper, "The Educational Destiny of the South." He advanced some beautiful ideas on education. The brevity of the paper was regretted by all, and was well discussed by Wright, McLuky, Perkins and others.

The next paper was an essay by Miss Jennie Brown, of Kenton Academy. Subject, "Reading." She handled her subject gracefully and well.

The next subject was "Advance in Education," by Prof. John C. Wright, of Mason Hall Academy. He always reads a good paper. He is one of the live men of West Tennessee.

Prof. Stanford, of Walnut Grove Academy, read a paper on "Talent and Genius," which we publish by request of the Institute.

The 7 o'clock train brought in a large delegation of teachers.

Prof. J. R. Hodges of Yorkville High School, delivered his famous address "The Lesson," Part I, at the evening session, and also gave some of his inimitable readings. He is an able elocutionist and a "host within himself" at a Teachers' Institute.

Miss Alice McKelvey gave a beautiful drill in calisthenics during the evening's exercises.

Saturday morning, Dec. 13, 1879, the house was called to order at 9 o'clock.

After some exquisite music by the ladies Prof. Dickson presented his system of "Map Drawing."

Prof. Silas Perkins of Union City

Graded Schools, read a valuable paper on "Graded Schools," which was warmly discussed.

Prof. J. C. Brooks, of the Jackson City Schools, made a few remarks on "School Discipline."

He was followed by Prof. Decker, of Kenton Academy, on "Written Examination," which called forth much discussion.

At the evening session Prof. Hodges gave the 2d part of his lecture, styled "The Lesson" or a "Voyage round the Sun," and some select readings, which were well received by the Institute.

Supt. J. M. Coulter, of Gibson, offered a resolution of thanks to the citizens of Kenton for their hospitality and kindness and to the various committees on entertainment and music expressing the thanks of the Institute, especially to the following ladies who so cheerfully furnished the music: Miss McKelvy, Miss Hinderson, Miss McCutchen, Miss Stillwell, Miss Simmons and to Profs. W. C. Rhaw and Standford, which was unanimously passed by the Institute.

The meeting was a happy re-union and did good work both for the teachers and the people.

These Institutes are a great lever in the work of advancing the cause of popular education. S.

THE PRINTED PAGE.

HON. B. GRATZ BROWN says, "the power of

THE PRINTED PAGE

so far transcends any personal speech, in these days of universal reading, that any comparison would be futile.

When the strongest array of facts, the most cogent reasoning possible, persuasion that melts into pathos, or ringing sentences that leap electric from point to point in the argument, can all be compassed in a form, and struck off by the hundred thousand, and transmitted in a day to the people of a whole State, what voice even though of syren or saint, can hope to compete with its influence?

This

POWER OF PRINT,

wonderful as it now seems, is only at its beginning; for invention is already rife with methods of rendering it vocal as human speech, instant as photography, and infinite in reproduction.

Few yet realize

ITS FULL IMPORTANCE.

Editors and publishers utilize it after a fashion, but what more particularly concerns here, is, that earnest teachers in sections secluded from the great cities should recognize its capacities.

EVERY TEACHER

can make of himself, if he chooses, the center from which shall flow forth to all in his vicinity, presentations of the worth of school training, which no antagonist can refute and no cavalier can question.

He becomes thus the peer in influence of any in the land.

He acts potently and takes to himself all information, all experience, all sympathies gathered around his

theme. His intercourse is beneficent, cultured, opportune and leaves no rancor behind. From being a mere day laborer in digging the foundations of a great educational system for the State, he rises forthwith to be a master builder. Facts are

WHAT THE WORLD WANTS

to see in print, and facts are short, sturdy things, just fit to put in print. Opinions are of value only as they hold facts in solution. Your moving eloquences are but facts on fire. Iteration, too, and reiteration are essential. Facts which come through the eye are more permanent, when fixed, than those got through the ear; yet, like telegrams, they require to be repeated to make sure."

Circulate the printed page. S.

TALENT AND GENIUS.

[An Address delivered before the Teachers' Institute at Kenton, Dec. 12 and 13, 1879, and reported for the AMERICAN JOURNAL OF EDUCATION].

Mr. President, Brother Teachers, Ladies and Gentlemen:

What is talent? I hold that talent is that power or capacity of mind which reasons rapidly from cause to effect, which we see through a thing at a glance and comprehend the rules and principles upon which it works;—which can take in knowledge without laborious mental study, and needs no labored illustration to impress a principle or a fact, no matter how abstruse, hidden, complex or intricate.

It differs from genius by following rules and principles, but, capable of comprehending the work of genius; imitating with ease, and thereby claiming a certain kind of originality. Talent must be the able, comprehensive agent.

Genius; what is it? I say it is that quality of the mind which is inventive, or generates; which gives to the world new ideas in science, art, literature, morals or religion; which recognizes no set rules or principles, but is a law unto itself, and rejoices in its own originality; which, admitting of a direction, never follows the old beaten track, but strikes out for a new course; which has no fear of public opinion, nor leans upon public favors.

It always leads, but never follows; which admits of no truth unless convinced by experiment, reflection or investigation, and never bows to the *Ipse dixit* of any man, or society, or creed. Genius is emotional, talent is intellectual. Genius has insight, talent only outgait. Genius is always calm, reserved, self-centered; talent is often bustling, officious, confident. Genius disdains and defies imitation; while talent is often the result of universal imitation in respect to everything that may contribute to the desired excellence.

Genius avails itself of all the capabilities of talent; appropriates to itself what suits and helps it.

Talent can appropriate to itself nothing, for it has not the inward

heat that can fuse all materials and assimilate all food to convert it into blood. This, I say, only genius can do. Talent gathers and shapes and applies to itself what genius forges.

Goethe was a man of genius and at the same time of immense and varied talents, and no contemporary profited so much as he did by all the knowledge, discoveries and accumulations made by others.

Talent is full of thoughts. Genius makes its observations in short-hand. Talent writes them out at full length.

Talent is a very common family trait.

Genius rather belongs to individuals, just as you find one dwarf in a family, but seldom a whole brood of either. Men of genius are often dull and inert in society, as the blazon meteor when it descends to earth is only a stone.

For full success talents should co-exist in one mind in balanced proportions, as they did in Goethe's, so that they can play smoothly together in effective combination. The work of the world, even the higher ranges, being done by talent, and talent backed by industry, is sure to achieve onward success. Commonplace is the smooth road on which are borne the freights that supply the daily needs of life. But genius is the originator of all appliances, and aids, and motions, and improvements; is the parent of what is to-day common of all that talent has turned to practical account.

It is one of the mysteries of our life that genius, that noblest gift of God to man, is nourished by poverty. Its greatest works have been achieved by the sorrowing ones of the world in tears and despair. Not in the brilliant saloon, furnished with every comfort and elegance. Not in the library, well-fitted, softly-carpeted and broad expanse of scenery, nor in ease and competence, is genius born and matured. No; more frequently in adversity and destitution; amidst the harassing cares of a straitened household; in bare and fireless garrets; in the midst of the turbulence of domestic contention, and in the deep gloom of uncheered despair, is genius born and reared. This is its birthplace and in scenes like these, unpropitious, repulsive, wretched, have men labored, studied and trained themselves until they have at last emanated out of the gloom of that obscurity, the shining lights of their time, become the companion of kings, the guide and teacher of their kind, and exercise an influence upon the thoughts of the world amounting to a species of intellectual legislation.

Genius involves a more than usual susceptibility to divine promptings, a delicacy on spiritual speculation, a quick obedience to the invisible helmsman; and these high superiorities imply fineness and fullness of organization.

The man of genius is subject to transport, or rather rapture of mind. In this exalted state, he has glimpses of truth, beauties, principles, laws

that are new revelations, and bring addition to human power. Goethe might have been thinking of Kepler when he said: "Genius is that power of man which by thought and action gives laws and rules;" and Coleridge of Milton when he wrote: "The ultimate end of genius is ideal;" and Hagel may have had Michael Angelo in his mind when, in one of his chapters on the Plastic Arts, he affirms that "Talent cannot do its part fully without the animation, the besouling of genius."

Great power and natural gifts do not bring privileges to their possessors, so much as they bring duties.

A cotemporary, in dilating on genius, thus sagely remarks: The talents granted to a single individual do not benefit himself alone, but are gifts to the world. Every one shares them, for everyone suffers or benefits by his actions. Genius is a light-house, meant to give light from afar, and the man who bears it is but the rock upon which the light-house is built.

Hath God given you genius and learning? It was not that you might amuse and deck yourself with it and kindle a blaze which should only serve to attract and dazzle the eyes of man.

It was intended to be the means of leading both yourself and them to the Father of lights, and it will be your duty, according to the peculiar turn of that genius and capacity, either to endeavor to promote and adorn human life, or, by a more direct application of it, to divine subjects, to plead the cause of religion, to defend its truths, to enforce and recommend its practice, to deter men from courses which would be dishonorable to God and fatal to themselves, and to try the utmost efforts of all the solemnity and tenderness with which you can clothe your addresses, to lead them into the paths of virtue, truth and happiness.

LOUISIANA.

THUS early the *Louisiana Journal of Education* comes forward with its practical, helpful suggestions as to the necessity of maintaining the schools, not only in New Orleans, but throughout the State.

The editor says:

"That public schools have their enemies, active, strong, and numerous, is not a peculiarity of Louisiana. Such enemies exist over the whole country. But it is worthy of notice that, elsewhere, attacks upon the public schools, whether manifested in high or in low places, have served to re-establish rather than to weaken the schools, and that the discussion of the question has developed arguments which have either converted or crushed their opponents."

It remains to be seen whether a large and important city like

NEW ORLEANS.

feeling the first hopeful influence of the returning flood tide of prosperity, is to move backward instead of forward in the matter of the education of its children in all the elements of a

useful and an intelligent citizenship. As an experiment, the measure could not be regarded as a sublime evidence of either statesmanship or patriotism.

"There is a more hopeful view of the subject in which we would gladly take refuge."

"The General Assembly of the State is to provide for the support of the public schools by taxation or otherwise."

"If the limitations placed upon the taxation are found to be so restrictive as to furnish an inadequate support for the schools, there may be found some means of relief in the concluding terms 'or otherwise.'"

"The Legislature, impressed with the importance of preserving and maintaining public education, may deem itself competent to make such appropriations as will supplement the amount raised by a special school tax."

"If it should appear that New Orleans suffers under the general provisions—that the city receives much less for her own schools than she contributes to the support of the public schools in the country parishes—that in the distribution of the interest on the restored school fund the city is a loser through its defective enrollment of educable children—and that the claims of justice as well as the demands of education call for additional aid, may we not reasonably hope that the aid will be extended?"

"It is a matter of great importance, in this view of the subject, that those who represent the interests of the city in the new Legislature should be men of sound views upon a subject in which the great majority of the people of the city have an abiding interest."

THE TEXAS NORMAL SCHOOL.

THE Texas Legislature did a wise act in establishing the Sam. Houston Normal School at Huntsville. They appropriated \$14,000 of the school fund to educate seventy-four State pupils at this school. They are boarded and lodged and furnished books and tuition free, by which they bind themselves to become teachers in the public schools of the State.

Dr. Sears backs up this appropriation with a gift from the "Peabody fund" of \$6,000 more, so that the school already has an endowment of \$20,000. to commence with.

This of course is not only a very hopeful but a very encouraging start in the right direction.

This will do much to put Texas in the way of educating and training the boys and girls to a full comprehension of the duties and responsibilities devolving upon them.

The Sam. Houston Normal School, to be sure, had scarcely opened its doors to the crowd who were knocking for admission to its advantages, before it met with a great loss in the death of President B. Mallon.

Fortunately, Dr. Sears and the trustees laid their hands upon a successor at once, so that there was no break in its work or course of study. President H. H. Smith had already

done a grand work in organizing the schools at Houston, Texas. Called at an early day after graduating with the first honors at Bowdoin College, to the Chair of Mathematics in one of the leading Colleges of the South, he spent some years as a teacher, and then in 1856 he was elected to a Professorship in the State University of South Carolina, we think.

From this he was called to a position in the Public Schools in Atlanta, Ga. From here he went to Shelbyville, Tenn., and organized the schools on a solid basis. He was wanted to do a large work in Houston, and Dr. Sears and the School Board of Houston invited him to take charge of the schools of that city. The work done at all these points was so well done that his departure from each place was universally regretted, not only by the pupils, but by the people.

As will be seen, his experience has taken a wide range, and his scholarship has in all this broadened and deepened.

He has often been called one of the very best teachers in Texas, and the verdict, too, comes from those best prepared to judge.

All this most admirably fits him for his present position, for he has not only been a successful organizer and administrator, but he has taught almost everything, and so is prepared to train others to do just the work needed.

Of his assistant, Prof. O. H. Cooper, we take the liberty of saying that those who know him best say they do not know his equal for scholarship and fitness for the position among the young men of Texas or any other State.

So the Sam. Houston Normal School, with its \$20,000 endowment, its experienced and cultured Principal, so ably assisted, will inaugurate a work bringing more wealth to the State than all her millions of acres, her forests, her mines and all her other resources put together.

M.

THE complex questions arising out of the immense railroad corporations now being formed, questions of interstate communication, questions of transportation, questions of losses, questions of equitable settlements of estates, questions of insurance, and a thousand others, demand more than a three years' schooling on the part of those who make the laws to govern all these. There is no immediate danger of over education yet.

California has now 2,190 public schools, attended by 144,800 children, and conducted by 7,453 teachers. The average monthly salary of male teachers is \$82 13; that paid to female teachers is \$66 37. The school expenditures during the year have been \$3,010,907 13; the total receipts of the school department from all sources were \$3,658,798 90.

It costs over one thousand dollars, on an average, to arrest, convict, sentence and hold a criminal in State prison three years.

BLACKBOARDS.

PRESIDENT BALDWIN says that the skillful teacher will use the blackboard in all recitations. In language and grammar the exercises are written on the board. In geography, maps are drawn and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force, and quality of voice are marked. But it is needless to enumerate.

The qualified teacher will no more attempt to teach without ample blackboard surface, than the farmer will attempt to cultivate his farm without a plow.

He also says a set of outline maps and local maps of the county and State, are indispensable in every school. These maps, as well as globes, will be advantageously used in almost every recitation.

Only quack teachers are guilty of the crime of leaving these valuable aids unused.

COST OF A SET OF APPARATUS.

It is astonishing, when we find that the common school set of apparatus costs only from \$40 to \$60, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied with these essential and necessary "tools to work with." Men squander millions on their appetites, and leave their children destitute of the necessities of intellectual life. Judicious expenditure is true economy.

Money invested in maps, globes, charts, and other

SCHOOL APPARATUS

pays the highest possible dividends both to pupils and parents.

PROPERTY must educate and so enable people to take care of themselves and earn something more, by which the State is enriched, or property must be taxed to support the paupers and punish the criminals which grow up and curse and burden the State with costs for lack of education.

Tax payers can easily figure which investment pays the best.

OUR teachers can easily point out the value of good schools and their influence over a State of ignorance, and its results to the tax payers when the question of "estimates for schools" is being talked over.

SEND money for subscriptions to this journal by postoffice money order, or, if you send currency, get your letter registered. Any postmaster will register your letter.

LOUISIANA has put the following clause into her constitution: "Women twenty-one years of age and upward shall be eligible to any office of control or management under the school laws of this State."

TEXAS.

THOUGH we talk of Texas being an "Empire," about the vast territory embracing 374,396 square miles; about its 17,000,000 of acres, we do not in all this get so clear and definite an idea of its extent as we shall if we take a thin piece of paper, and with a map of the United States before us, lay the paper over the State of Texas, mark out its boundaries, trim the paper down to the boundary lines, and then put one end, say on Chicago and swing the other end of the paper out to the vicinity of Boston. Or, with one end of the paper on Chicago, swing the other down to New Orleans; or still further, holding one end on at Chicago, swing the other out to Denver—noting carefully how much territory, how many States it covers completely at each move, and we begin to get by this process some correct idea of how much land there is in 17,000,000 of acres.

We hope the teachers and pupils, not only in Texas, but in other States, will try this plan. When we say that

TEXAS

is larger than all the New England States, combined with the States of New York, Pennsylvania, Ohio, Virginia, Delaware and Maryland; it is larger than France, or the Islands of Great Britain, you will understand what we mean.

What a vast and complicated matter the legislation of this State is to become.

How vast and complicated it has already become. How much wisdom, and foresight, and patience, and patriotism, and intelligence it will demand. How much it does demand already.

Are the people prepared for it? Are they preparing for it?

To a certain extent they are. Col. Richardson, President of the St. Louis School Board, in the last report, states as a fact, that a large majority of the children in St. Louis, even with one of the best school systems in the United States, attend school less than three years.

If this is the case here, what must it be in the sparsely settled "Empire" of Texas? and what sort of preparation will one get in only three years attendance upon school to grapple with and legislate intelligently and wisely upon all the complicated questions growing out of such a diversity of interests as must arise in this State?

What a work there is for the teachers, and school officers, and taxpayers of Texas to do, viewed from this standpoint.

The interests involved demand the largest, and broadest, and fullest culture conceivable.

Are the future legislators, the boys and the girls, securing to-day this kind of culture?

Are they?

Are the schools now in session adequate for this work?

Is the school system of Texas so perfect and complete in all its details, so liberal and broad in its foundation as

that Texas can build wisely for the present and for the future in the culture it gives?

Did Gov. Roberts and the sixteenth Legislature realize the pressing demands for more intelligence among the people of this "Empire" in their action in regard to schools in Texas?

Do the people realize that all over this broad territory, unless the legislature is wise and patriotic, unless the law-makers are intelligent, that every man, woman and child within its boundaries must smart for the poor laws and the unwise action of those whom they entrust with these important functions?

Does it not stand the people in hand to see to it that schools are maintained efficiently and continuously?

We think so.

We say so. We have a right to say so, and we have good reason to think so.

We pay taxes in Texas. We pay, not half as much as we wish we could for schools.

We pay ten times as much as we ought to pay to punish criminals and to maintain courts. If more should be expended for schools, the cost, and waste and loss in these other directions would be materially reduced.

It is not education, it is not intelligence that costs, it is the lack of intelligence that throws upon the industrious, and the frugal, and the temperate, and the law-abiding these burdens of taxation, not only in Texas, but in Missouri, and Arkansas, and in most of the other States West and South.

A more liberal appropriation for schools will reduce taxes instead of increasing them.

A STRONG PLEA.

PROF. ALEX. HOGG, of Texas, in his address before the National Teachers' Association, made a splendid plea for the

INDUSTRIAL CLASSES,

which we are glad to publish and thoroughly endorse.

Prof. Hogg said:

"In educational matters we want diversity of opinion, and diversity of work. My lot has fallen on the side of Industrial Education, and I wish simply to magnify, to enlarge, to extend it; to supplement only, not to supplant liberal education, but to add to liberal education practical education. I wish to couple the education of the Hand with that of the Head, believing that they both will be greatly enlarged and benefited. I wish to put the same opportunities in the reach of

THE INDUSTRIAL CLASSES,

so that in their peculiar sphere, they may obtain an equivalent education with the literary and professional classes, in their spheres. Nor do I desire to do this by lessening the chances of the latter. I would not have one University less, nor one college, nor one academy less. I would only increase the number of

INDUSTRIAL SCHOOLS,

enlarge the boundaries of the industrial classes, and induce them, if possible, to appreciate and embrace their opportunities.

"In these discussions we are wout to catalogue and array the experiences, the successes, and the 'transcendent' advantages of the schools of England and the Continent. Personally I do not appreciate these the less, nor do I mean to underrate their efforts, but as an American, I confess I feel prouder of

MY OWN COUNTRY

every day, and especially so, when I see the comparative results as exhibited at the various world-expositions, whether at home or abroad.

"I trust I do not lack veneration for the past, or a liberal appreciation for the contemporary work of other countries, but I must be pardoned for my strong faith in our American institutions, literary, political, and religious, and through these, for seeing our manifest destiny as a nation. I would not if I could 'unsphere Plato,' rob Neptune of his Trident, or break the magic spell of Jove's thunderbolts—I only wish in this age, and in this era, and in this my country, in our great

SYSTEM OF EDUCATION,

a division of the labor,—but with equal endowments and equivalent advantages in all departments, suited to all spheres and conditions of society.

"So far I have said little, if anything, about the education of the Heart, or the moral man. It is needless to discuss this formally—it is so interwoven with, and inseparably related to, all education that it must be a constituent part of it. In the geometry of being the education of the heart should claim the dignity and importance of a theorem, but to my mind it is a corollary, following directly from both the education of the head, and the education of the hand. But to show that 'the course of instruction' does not lack these branches, and these subjects which cultivate the heart—the emotion, the sentiment of Religion—the necessity of a

GREAT FIRST CAUSE,

let us revert to the course.

"Take the subject of Chemistry only: 'The study of chemical science reveals to the mind a beauty and harmony in the material world to which the

UNINSTRUCTED EYE

is blind. It shows us all the kingdoms of nature contributing to the growth of the tiniest plant, and feeding the nascent germs, by the inter-revolution of their separate spheres. It shows us how, through fire, or analogous decay, all forms of life are returned again to the kingdoms of nature from which they were derived."

"That which is sown is not quickened except it die. That seed and plant, blade and ear, flower and fruit, leaf and bark, that sun and moon, earth and sea, brute and man, are from the same hand of Omnipotence."

"And here let me ask if the poet could declare—

'The undevout astronomer is mad.' What shall be said of the husbandman who 'daily witnesses, under the influence of God's chemistry, myriads and myriads of vital cells ferment with elemental life; germ and stalk, and leaf and flower, and silk and tassel, and grain and fruit grow up from common earth: the bow of promise fulfilled, the gracious covenant redeemed, that while the earth remaineth Summer and Winter, and heat and cold, and day and night, and seed-time and harvest, shall not fail.'

"Does he witness, by a nobler alchemy than that of Paracelsus, the transmutations of the bare grain, it may chance of wheat, or some other grain—to-day a senseless plant—tomorrow human bone and muscle, vein and artery, sinew and nerve, and beating pulse and toiling brain—is he the witness of these daily manifestations—himself the subject of these miraculous changes—his own body the very crucible in which these wonderful transformations are continuously going on, and yet does he—can he doubt—can we doubt?—that, as we have borne the image of the earthly, we shall also bear the image of the heavenly."

"But these are beautiful glittering generalities—they are panoramic—they address themselves to the eye and the ear.

"Fellow-teachers,

WHAT OF THE HEART?

Of what manner of spirit are ye? Upon this subject we can occupy no doubtful ground to-day. I desire 'no uncertain sound.' Prattling childhood found me at my mother's knee; playful boyhood around the altar of my father's humble fireside; strong manhood, student-life, teacher-life, citizen-life, have all found me upon the side of Christianity. Brethren, 'we be the sons of one father, aye, brothers, the sons of the same household, the elder brothers of our generation. Our words, our examples, our influences, silent as they may be, are set before a host of

SCRUTINIZING WITNESSES,

who will note every act and word, and for which to them and our God we must give an account—when parent and child, teacher and pupil, must be gathered at the feet and in the presence of the Great Master, who knoweth the Head and the Hand only through the Heart."

A MAN AMONG MEN.

ONE of our leading educators says: "The teacher should be a man among men. He not only manages the children, but also directs the educational work of the district. He is the natural leader in all movements that tend to improve and elevate.

Co-operation must be secured. One cannot do much. It is co-operation that builds railroads, manages school systems, and establishes States. To make a school successful demands the hearty co-operation of the entire district. To secure this requires tact,

management. While guiding, the teacher must seem to follow.

Everything must be turned to advantage. Defeat must be changed to victory. The angry patron who comes to give trouble, must be sent away a warm friend of the school. Misconduct must be made the occasion to deepen the love of right. Evils must be attacked and conquered in detail. Opposing forces. These must be made to antagonize each other, and contribute to promote the school interests.

Skillful management makes the difference between success and failure."

A postal-card costing only one cent notifying us that a subscriber has failed to get a copy of the JOURNAL will secure another copy by first mail.

We cannot in person see that every one of ten or twelve thousand names are written every month, though we pay for having it done, but we are glad to send an extra JOURNAL if any subscriber fails to get it.

By all means notify us promptly if you fail to get the JOURNAL. It costs only a postal-card.

IOWA.

THE following statement we clip from the New York Evening Post:

Is it correct?

Are there nearly four hundred thousand children in Iowa out of school?

Growing up ignorant, helpless, vicious?

Let us correct the statement if not true.

If it is true, what a plea for more schools and better schools!

Iowa cannot afford to rest quiet with such an element of danger in her midst.

Those attending school get a chance for only about three years.

Think of what the legislation of Iowa must be in a few years, with such a dead weight of ignorance as this on its hands.

Those who own property will find it cheaper to educate than to bear these burdens of incompetency and ignorance.

The Evening Post says:

"The report of the Iowa Superintendent of Public Instruction shows that the State has a permanent school fund of \$3,484,411 18, and pupils numbering 577,353, of whom only 431,317 are enrolled, and only 264,702 attend school. There are therefore 312,651 children more than five years of age in Iowa not attending the public schools."

Have the earnest, faithful teachers done all their duty to these children and their parents?

They do much work, and good work, and are doing every year more work and better work in the school-room—but "these things ought not to be."

Have parents and patrons done their duty? If not, will they?

We hope so.

KANSAS.

IF you look over these statements in regard to the progress of the schools in Kansas something of her unprecedented prosperity will be explained.

Good schools are a paying investment.

These facts are "official" and not a mere hearsay.

Kansas has now a school population of 311,310,

THE INCREASE

for the year being 44,735, or thirty-three per cent. more than for any other year of the State's history. This increase of school population represents

AN IMMIGRATION

to the State of from 160,000 to 175,000 people in one year.

During the year the school enrolment increased about 30,000, the average daily attendance about 20,000, and the average school term for the State was 24 6-10 weeks, this being a half month more than ever before.

Sixty-six

NORMAL INSTITUTES

were held last year, for a term of from four to six weeks, in which 6,050 of the 6,707 common-school teachers of the State received instructions.

The school revenues for the year amounted to \$1,878,563.02, of which \$1,052,699.16 was expended for teachers' wages.

Four hundred and fourteen

NEW SCHOOL-HOUSES

were built during the year, at a cost of about \$300,000. At the close of the last fiscal year, June 30, 1879, the permanent school fund of the State treasury was \$1,601,631.92, nearly all of which was invested in Kansas State and school district bonds, bearing from 6 to 10 per cent. interest.

If, as one of the leading educators of the country says, an article in the December number "was worth the price of the JOURNAL for ten years," what can we say to those who missing such a number lack the wit and wisdom to send us a postal card stating the fact!

We always send an extra copy of the JOURNAL by first mail when our subscribers notify us that they have failed from any cause to receive it.

We don't believe any subscriber can afford to miss a single copy of the JOURNAL.

We mean to make it so valuable and helpful that every one now taking it will send us a club of four more subscribers and get an elegant "Globe" sent to them postpaid.

Send stamp for circular and an extra copy or two to show your friends.

DR. EBEN TOLJEE of Boston, whose European excursions have been so successfully carried out for two summers, is arranging a still more attractive and comprehensive programme for next season, which will be duly announced.

EXPERTS SHOULD DIRECT.

PRESIDENT BALDWIN well says that our expert Educators should direct the educational work. Experts direct every department of practical life.

Engineers plan our railroads, architects construct our buildings, physicians direct the healing art, lawyers manage legal matters.

The knowledge and skill acquired by long years of devotion to a special work count.

The folly of putting preachers to construct railroads, and lawyers to prescribe for disease is only exceeded by that of leaving everybody or anybody to direct educational work.

The educational work demands the best talent and the widest experience.

That experts should plan and direct every step here, is infinitely more important than that we should have skilled engineers and physicians.

Never will the best educational results be reached until this principle predominates.

Our schools and teachers should also be removed from local and partisan interference. Our public schools occupy common ground. Here Jew and Gentile, Christian and Infidel, Catholic and Protestant may unite. The development of men physically, intellectually and morally, belongs to our common humanity. Partisan or denominational interference with our public schools is unpardonable.

CONCORD SCHOOL OF PHILOSOPHY.

The Concord Summer School of Philosophy and Literature has issued its prospectus for 1880.

The second term of the Concord Summer School will open on Monday, July 12, 1880, at 9 a. m., and will continue five weeks. Eleven lectures will be given each week. The following lectures and subjects are announced:

Mr. A. Bronson Alcott, Dean of the Faculty, lectures on "Mysticism."

Mr. Alcott will also deliver the Salutatory and Valedictory, and will have general charge of the conversations of the school.

Dr. H. K. Jones lectures on the "Platonic Philosophy" and on "Platonism in its Relation to Modern Civilization."

Prof. W. T. Harris lectures on "Speculative Philosophy" and on "The History of Philosophy."

Mr. D. A. Wasson lectures on "The Philosophy of History."

Rev. J. S. Kidney, D. D., lectures on "The Philosophy of the Beautiful and the Sublime."

Mr. Denton J. Snider lectures on "Shakspeare."

Mr. F. B. Sanborn lectures on "The Philosophy of Charity."

You command an audience of two or three thousand every week, when you use the "printed page" of the local newspaper.

TAXES FOR SCHOOL PURPOSES.

HAVE not our teachers and school officers as well as the tax-payers overlooked the fact that a large portion of the property which is taxed to defray the expenses of our schools in most of our school districts belongs to non-residents who are very largely benefited by good schools—hence, the amount for each individual taxpayer who resides in the district, to pay is, when scattered over the whole taxable property, very small compared with the benefits the children derive from attending these schools.

If we look carefully into the matter—and it will pay to do so—the resident tax-payer will find the tax to maintain the schools and furnish them so as to make them the best is a very light one.

It will be found that it is not the taxes levied and collected to maintain our schools which are burdensome, but taxes levied and collected to pay for the lack of education, to pay for vice and crime. These are burdensome.

SCHOOL RECORDS.

MONEY will be saved—teachers will be more promptly paid—as they ought to be in all rural districts—litigation and trouble will be prevented if the school directors will comply with the school law and provide their records.

The language of the law is explicit and mandatory—"the directors shall appoint one of their number clerk, who shall keep a record of all the official acts of the board in a well bound book, provided for the purpose."

Nearly ten years ago Dr. Bateman said:

"Lack of such official records has caused more law suits and losses, more confusion and trouble in the financial and general business administration of the school system, than any other one thing."

This was true then; and, although there has been great improvement in these matters since, it is true to-day.

And because there are so many districts in the State in which the requirements of the law regarding the keeping of records are still utterly disregarded, the attention of directors is hereby called to the provisions of the law bearing upon this subject.

It will not answer the purpose of the law to have records kept upon loose sheets or scraps of paper.

Well bound books that are suitable, and so arranged that the records can be kept in a "punctual, orderly and reliable manner," must be procured.

"A convert to any good thing made by the 'printed page,' is sure to become a co-worker," says Hon. B. Gratz Brown, "because the facts go to bed with the busy brain, and by the dawn of light have found a lodgment."

Recent Literature.

THE PORTFOLIO WORKS OF GEOFFREY CHAUCER. Edited by Arthur Gilman, M. A. Boston: Houghton, Osgood & Co. 1880.

The well known house of Houghton, Osgood & Co. is continually making real additions to the convenience of all lovers of standard literature, and the quality of their work is so uniformly excellent that any remark upon it has grown to be superfluous. But of all their recent additions this three-volumed edition of Chaucer is the most needed and will be warmly welcomed.

Until quite recently Chaucer seemed to be known only at second hand and even the incomplete and imperfect editions which existed were by no means easily accessible. The six-volumed edition by Richard Morris had become the only reputable text, but that will now give way to the work of Mr. Gilman.

Mr. Gilman has taken his text from the manuscript owned by Lord Ellesmere and which after the investigations of the Chaucer Society has been decided to be the best.

The special difficulties in the way of the editor are thus stated:

I. The MSS. are not punctuated.
II. The MSS. abound in contractions, which must of necessity be extended. • • The signs did not always stand for the same combinations.
III. The use of capital letters was variable, and, judged by modern standards, incorrect.

IV. The alphabet differed in some respects from that now used.

V. The use of u and v was not in accordance with that of the present time.

VI. The letter j was almost unknown, its place being supplied by the capital i.

VII. It is sometimes almost impossible to decide whether a letter is a u or an n in the MSS.

VIII. In the absence of any manuscript of Chaucer's it has been necessary to decide upon the spelling most probably original.

IX. A distinction has been made between the prologues and preambles of the Canterbury Tales and the conversational links by which the continuity of the narrative is sustained.

X. Head lines have been furnished and the lines have been numbered. The explanations usually relegated to a Glossary will be found at the foot of the pages.

The editor has included with the text, monographs upon

The Times and the Poet,

- (I. The Outer Life.
- II. The Social Life.
- III. The Poet's Life.
- IV. The Poet's Works.
- V. The Poet's Genius.)

On Reading Chaucer.

Astrological Terms and Divisions of Time and Biblical References.

Volume third contains the Index and the text of the poems attributed to Chaucer.

The poems which are no longer considered to belong to Chaucer are The Romaunt of the Rose, The Court of Love, The Flower and the Leaf, The Cuckoo and the Nightingale, A Goodly Ballad of Chaucer, Chaucer's Dream, Virelail, Chaucer's Prophecy, and Go forth, King.

While several of these are possessed of beauties which will preserve them, we are under infinite obligations to the Chaucer Society which has made possible the discrimination, and whose labors have enabled Mr. Gilman to give us a correct text.

Of Chaucer himself little enough is known by the general reader to justify a brief sketch. Mr. Gilman says,

"Chaucer's was a well balanced nature. His acquirements and accomplishments were multiform. He was, first of all, a gentleman and in sympathy with all that belonged to the best life of the upper classes in England in his day. He was a courtier, thoroughly educated in every department of court service, from the humble duties of page to the mighty responsibilities and delicate offices of the foreign ambassador. He was a man of affairs, able to negotiate at Genoa for the extension of British trade, or to look out for violators of the revenue laws in the busy city of London. His practical knowledge enabled him to superintend the king's works when that service involved the repairing of the palace of Westminster, or simply building a scaffolding from which the royal party might view the jousts. He could negotiate with a foreign power for peace, or urge his sovereign's claim to the hand of a French princess; he was equally at home in an interview with a Petrarch, or in studying an innkeeper from whom he might draw the jolly host of the Tabard. • • • He knew the literature of Rome, of Italy and of France, and had read much of it in the original languages; above all, he knew the English people, their languages and books—knew just how to paint their peculiar traits and life, and how to fuse the composite elements of their speech into one language which should thenceforth be accepted as the national tongue."

It may be said that (1) Chaucer was a well read man in a period when illiteracy was not unfashionable; (2) that he was a clear thinker in an age when scholarship was prone to replace thought; (3) that he was a man of close observation, and of a warm, generous, human sympathy, in an age when none of these qualities was common.

Lowell describes Chaucer as "a healthy and hearty man, so genuine that he need not ask whether he were genuine or no, so sincere as to quite forget his own sincerity, so truly pious that he could be happy in the best world that God chose to make, so humane that he loved even the folies of his kind. The pupil of manifold experience—scholar, courtier, soldier, ambassador, who had known poverty as a housemate, and had been the companion of princes—his was one of those happy temperaments that could equally enjoy halves of culture—the world of books and the world of men."

The fact that whether we regard worldly wisdom, wit, humor, purity of sentiment, manliness, respect for humanity or poetical completeness, gives him a place in English literature second only to Shakespeare. The supposed difficulty of dealing with obsolete words and with archaic forms is generally overestimated, as a very slight degree of practice will enable any one to read Chaucer's English without difficulty. It has been well said by Whipple that "there was wanted not only some one endowed with poetic genius and an intellect cultivated with the best scholarship of the age, but also, in addition to the love of books, familiarity with the human heart gained by intercourse with men in the arena of active life." Such men are the only scholars valuable to the world at large; such men are the only ones to lend dignity to their calling, and to do away with that culture which widens instead of narrowing the gulf between the literati and the unlearned; such men, by ministering to our common human needs, sur-

nish the ground upon which scholarship can be defended, except as a trade or as an idle amusement. And it is to men such as these that the world turns for instruction; and from whom it receives an impulse of the will to cultivate the nobler faculties of their nature. "The idle dreamer of an empty day," the sculptor of ideal character, the enthusiast for vague and shadowy reforms, the clever satirist, these all have their office; but they take but a weak hold upon the sympathies of an active world, and reach but a small part of the world's countless millions. The special student who devotes his life to deepening our knowledge of his speciality, has a worthy office, but he as well as the rest of mankind, must draw their support and encouragement from men who, like Chaucer, regard their books as means and not as ends: who keep fresh the interest in all forms of human achievement; who pass their lives in sympathy with human beings, and not with a class of human society; and who never lose sight of the fact that studies have their permanent value only as they enable the student to feel more charitably, to live more manfully, and to develop a catholicity of interest which always sees the man as the chief factor in any form of human effort.

The labor of Mr. Gilman has now rendered it possible for anyone to obtain, at small expense, a correct edition of our great poet. The skill of the publishers has given us a book beautiful typographically, and convenient in form and size; we therefore hope that the interest which has of late been awakened may lead many to a personal knowledge of the treasures which Chaucer offers; treasures as manifest in his minor poems as in his better known Canterbury Tales.

H. H. MORGAN.

HOUGHTON, OSGOOD & Co. have put the young people under obligations to them by publishing another of the Bodley books. The present volume is entitled "The Bodley's Afoot," and has all the radiant attractions of the earlier volumes. Mr. Scudder certainly understands to perfection the art of making instruction as taking to the children as a fairy story. Let the book have its beneficent way among the boys of the land and take the place of the pernicious literature of the story paper order.

SOMEBODY has collected several very curious facts about the cost of books in early times, and in the light of them who shall say that books now-a-days are not cheap? The King of Northumberland in 690 gave for a history of the world 900 acres of land, and a Countess of Anjou, date not stated, once gave 200 sheep and a large parcel of furs for a volume of homilies and 120 crowns for a single book of *Livy*! In 1820, a Latin Bible was valued at \$150, and this was at a time when two arches of London Bridge were built for less than \$150. A laborer in those days had wages so small that the earnings of fifteen years had been necessary to buy the Bible, and the Bible being in Latin he could not have read it after all.

MR. R. J. BURDETT, the humorist of the *Burlington Hawkeye*, has recently collected his funniest pieces into a book entitled "Hawk-Eyes," which G. W. Carlton & Co., of New York, will publish.

OLIVER WENDELL HOLMES recently celebrated his seventieth birthday by a public breakfast in Boston.

MYSTERIES OF THE HAND REVEALED AND EXPLAINED: The art of determining, from an inspection of the hands, the person's temperament, appetites, passions, impulses, aspirations, mental endowments, character and tendencies. By Robert Allen Campbell: St. Louis, Mo.

Mr. Robert Allen Campbell has done so much good, substantial and permanently valuable work in his special line as a map maker that we confess we were somewhat surprised to learn that he had turned his attention from tracing boundary lines between towns, counties and States to boundary lines in a person's temperament by consulting the hands of people.

Of course "Palmistry" as a study and a practice is old, very old.

Job gives it a send off by saying, "The palms of the hands He covers over with light."

And it was Job, if we mistake not, who said, "He signatureth the hand of every man, That all the men he hath made may know the man."

We confess Mr. Campbell surprised and astonished us in his delineations of character after he had examined our hands a half hour, and we have been reading the work with care and attention.

Homer it seems wrote a complete treatise "On the Lines of the Hand," and Socrates, Aristotle and Plato, as well as others of the eminent Greek philosophers and authors were "palmists."

Our ancestors swore by the hand—and we testify uplifting the hand. Friends salute by the hand and in fact men and women enter into the most solemn relations in life—are married—clasping hands.

"Mysteries of the Hand" is not only a fascinating book for the general reader but the author claims it will be of special interest and value to professional and business men.

That physicians by knowing the value and meaning of the hand have a new, extensive and certain series of data by which to diagnose disease.

That clergymen by a glance at the hand can determine the temperament, temptations and spiritual tendencies of their parishioners.

That teachers will find "hand reading" an invaluable accomplishment pointing out the peculiar abilities, aptitudes and defects of each scholar.

And also that business men can learn, by a glance at the hands, to determine the best place for each employee—whether salesman, buyer, book-keeper, manager—or absentee.

"Mysteries of the Hand" is a work of 203 pages, beautifully printed, from new stereotype plates, on heavy, extra-quality toned paper; embellished with 43 illustrations, and elegantly bound. We are not anxious to part with our copy, but we will send it, postage prepaid to any address on receipt of \$1.50. Or address the publisher, J. W. Campbell & Co., 32 Insurance Exchange, St. Louis, Mo.

In a book which has recently come to our hands is a curious collection of epitaphs. The book is entitled "Churchyard Literature," and is published by S. C. Griggs & Co., of Chicago. The writer gives quite a number of epitaphs which have been placed over the illustrious dead but the bulk of the volume is taken up with the curious and remarkable inscriptions which a ramble over our land discovers.

"ACTING AND ORATORY," by Prof. J. E. Froisher, of New York, a well known teacher of elocution, is announced.

THE Art Amateur is a publication recently started in New York aiming to give interesting papers on art matters and especially to foster and direct the prevailing fancy for art decoration.

The magazine contains many useful hints for those who would make the home pleasant and beautiful.

It is published monthly in New York at three dollars per year.

GRISWOLD's famous "Poets and Poetry of America" has recently been revised and added to by Mr. R. H. Stoddard and will soon be issued as a holiday book by James Miller.

It is perhaps the best collection of purely American poetry.

"AN Earnest Trifler" is a novel recently published by Houghton, Osgood & Co., which is receiving unusual attention from the public. Although the first work of a new writer it has been taken to the hearts of the critics as well as of the multitude of novel readers.

It is the work of a Miss Mary A. Sprague of Newark, Ohio.

THE principal holiday book of G. P. Putnam Sons will be entitled "In Berkshire with the Wild Flowers." It is a volume of poems by the precocious children Elaine and Dora Read Goodall, whose "Apple Blossoms," published last year took the public by surprise. The poems are remarkably mature, and appear to be the productions of an experienced writer.

THE *Christian Union* of Dec. 21 contained the opening chapters of a new story of Southern life which will run through several numbers, entitled "Zouri's Christmas," by the author of a "Fool's Errand."

NORMAL METHODS OF TEACHING: By Edward Brooks; Normal Publishing Company; Lancaster, Pa. As a practical educator, President Brooks stands among the first. On every page of *Normal Methods* we recognize the thinker and the teacher. Part first treats of nature of education. Teaching is considered as an art, based on the science of education. In part second the branches are practically presented. While arithmetic, algebra, geometry and language are treated exhaustively, other subjects are not neglected. As a text-book for Normal Schools, and a companion for the live teacher, this is a valuable contribution to our educational literature.

THE NORMAL QUESTION BOOK: By J. E. Sherrill; Normal Teacher Publishing House; Danville, Ind. The preparation of this work shows large research and a comprehensive knowledge of the educational. It is highly suggestive, and will aid the teacher and the Normal student in their investigations. The art of questioning is an essential in good teaching. If this book shall stimulate to an earnest study of this art, it will accomplish an important work.

MR. FREDERICK H. SEWARD, who recently resigned the post of Assistant Secretary of State, expects to reside in Auburn, New York, where he will devote considerable attention to the completion of the biography of his father, the Hon. Wm. H. Seward.

Education pays. Ignorance costs.

WIDE AWAKE is certainly one of the very best magazines ever issued in this country for children. The magazine has been a success from the start, growing in popular favor with each issue, and growing, too, as a wholesome, sound, interesting instructor of the children of larger as well as smaller growth. Its price, only \$2.00 per year, brings it within the reach of all, and its stories, illustrations, and general make-up is superb. For a New Year's gift to make all the days of the year a joy among the young people, we do not know where or how so small an amount of money could be so well expended. Send to D. Lothrop & Co., Boston, for the January number.

A NUMBER of the "Reading Clubs" formed last year by teachers and others have already resulted in the establishment of district and town libraries. For a very small sum of money these reading clubs furnish fifteen or twenty young people with all the leading magazines.

Scribner's Magazine, the *North American Review*, *Appleton's Journal*, the *Atlantic Monthly*, *Popular Science Monthly*, and *Little's Age*, *St. Nicholas* and *Wide Awake*—all these can be secured for a trifling sum of money and so divided as to give to all the members of the club art, science, literature, in fact just such information as links one to all that is highest and best in our new civilization.

We rejoice that these new centers of influence and information are multiplying so rapidly.

We are more than willing to assist in any way that we can.

Consult a little as to the selections to be read. Always avoid political and sectarian discussions.

OR take such an article as that on "The John Hopkins University," of Baltimore, in *Scribner's* for December, and if it could be read aloud to the people in every school district, what an inspiring and uplifting influence it would have.

It would show how to use money and influence, and a great heart for the benefit of the common people.

Tens of thousands whose names this great patriotic philanthropist never heard of can go and drink at this fountain and not exhaust but rather enrich it, and themselves and the world too. It is always so when we work for universal ends and aims.

Giving doth not impoverish and withholding doth not make rich.

Our teachers could not use an evening or two to better advantage than to read this admirably written article.

BUT the most valuable element in any school for the masses of the people is the atmosphere of freedom and aspiration thrown around the child, and no where on earth does the little boy and girl go to school with such a cheerful, hopeful atmosphere about him, and such a hope to lure him ahead, as here.

"PATRIOTS—those who are indignant at the corruption which they cannot themselves wield, or in whose fruits they cannot participate."

"HOWEVER tortuous may have been his path (still kept on 'the windy side of law'), or however pitiless his contest with people or interests in his way to wealth, the shouts and adulatory remarks which greet him from below as he attains the height of his ambition show that, in this good Christian world of ours, a great many people hold that it is success and not charity which 'covereth a multitude of sins.'"

CHORAL AND RESPONSIVE SERVICE.—The National Temperance Society has just issued a new choral and responsive service, embodying Bible truths on temperance, for the use of churches and Sunday-schools, prepared by Mrs. M. J. Hackett, of Minnesota. It is a four-page large octavo sheet, full of Bible truths and Gospel songs, and is one of the best responsive Bible services ever issued. Price only fifty cents per hundred. Samples sent free. Address J. N. Stearns, Publishing Agent, 58 Reade Street, New York.

We are gratified to acknowledge the receipt of Ayer's Almanac for 1880, in eight different languages, viz.: English, German, French, Spanish, Holland Dutch, Norwegian, Portuguese and Swedish.

These books are not only good specimens of all that pertains to excellence in the way of book-making, but they are so arranged as to impart a surprising amount and variety of valuable information. Astronomically, scientifically, pictorially, jocosely or medically considered, they stand unrivalled. They are extensively read, carefully preserved, and withal so reliable, that they long ago reached the acme of authority, and not to see one hung in every home, shows something lacking to make home happy by making the people healthy.

Were we possessed of the eight different tongues in which this publication appears, we should make our eight most respectful bows to Dr. Ayers, as our slight homage to him, his genius, and his signal ability in grasping and conquering the most difficult of all human problems, that of securing and preserving health.

AFTER our nine years' experience in co-education, we have become so accustomed to see women take up any kind of university work, carry it on successfully, graduate in good health, cause no embarrassment in the administration of the institution, and awaken no especial solicitude in the minds of their friends or of their teachers, that many of the theoretical discussions of co-education by those who have not had an opportunity to examine it carefully, read strangely to us here on the ground.—[President Angell of Ann Arbor (Mich.) University.]

It is estimated by those most competent to judge of the fact, that at least ten persons read every well-conducted paper before it is destroyed.

On this basis, if twelve or fifteen subscribers can be secured for this journal in your school district, or in your county, in addition to those now taken, you will make from fifty to one hundred intelligent, strong, active friends of good schools.

If our teachers would promote a growing and a more intelligent interest in the grand work they are doing, let them circulate the printed page. "The ringing sentences that leap, electric, from point to point in the argument," should be transmitted to the millions who need only to know the facts, to arouse them to action.

Circulate the printed page.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.

Editors Journal:

Sundry Rulings.

1. The law (last part of Sec. 684, Code) provides a severe penalty in case an officer of whom a bond is required, attempts to exercise the functions of the office without giving bonds.

2. The use of tobacco in the school house should be prohibited. If a scholar persists, the matter should be brought to the notice of the board of directors, who may expel a scholar for refusal to submit to the regulations of the school.

3. All the provisions of Sec. 1793, as amended by chapter 41, laws of 17th General Assembly, must be strictly complied with, in order that tuition may be collected.

4. The expenses of a suit at law, in accordance with Sec. 1740, S. L. 1876, should be paid from the contingent fund. The appeal from the action of the board, provided for by Sec. 1829, is not a suit at law. See *Templin and Son v. Dist. Trop. of Fremont*, 36 Iowa, 411.

5. To give the board power to dispose of real estate, personal property, or money in the school-house fund unappropriated, a vote of the electors at the annual meeting is necessary. See Sec. 1717, and note (c) to same, which apply equally to independent districts. See Sec. 1806, last part.

6. When the owner of land taken under the provisions of Sec. 1827, is unknown or cannot be found, it is not necessary to print the report of the appraisement, or to attempt other notice to said owner than the printed notice required by Sec. 1827. See note (a) to Sec. 1827. It is sufficient for the County Superintendent to send a certified copy to the board of directors.

7. The President can be compelled by mandamus to give his approval of a contract made in accordance with a vote of the board.

8. Where, by any change, a new independent city or town district, with new officers, is created, the organization must be completed before the first day of August, in the year during which the organization is attempted.

DAS MOINES, Dec. 20, 1879.

MISSOURI.

Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—E. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS.
Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R. D. SHANNON, State Supt.

EVERYWHERE teachers and others note the new spirit of work among the pupils and the people.

We are passing out from under the burdens and discouragements of "hard times."

The children catch the new enthusiasm of the time and carry it into the school room.

Never was so much good work being done by our teachers as now.

Drop in and see for yourselves.

"WHEN a 'drink' costs more than a half million printed words, society is sure to subdue the saloon," says the Hon. B. Gratz Brown.

What do you think of that statement?

Is it not best to circulate the printed page?

TEACHERS will please write, with stamp, for free samples of Reward Cards, Helps to School Management, Chromo Prizes, Monthly Reports, Registers and other school and Sunday-School supplies to

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4600 NEW WORDS and Meanings, also added, a New

Biographical Dictionary of over 9700 Names.

A NATIONAL STANDARD.

WEBSTER'S is the Dictionary used in the Government Printing Office. Jan. 1879. Every State purchase of Dictionaries for Schools has been of Webster.

Books in the Public Schools of the United States are mainly based on Webster. Sale of Webster's is 30 times as great as the sale of any other series of Dictionaries.

THIRTY-TWO THOUSAND COPIES have been placed in the Public Schools of the U. S. Engravings—contains 3000 nearly three times as many as any other Dictionary. Recommended by State Supt's of Schools in 35 States, and by 50 College Presidents.

A CHOICE GIFT

For all times Holidays, Wedding, Birthday, Anniversary, or other day; for Pastor, Teacher, Parent, Child: Friend.

Published by G. & C. MERRIAM, Springfield, Mass.

13-1.

The American Journal of Education.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

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Without Change of Cars.

Making direct connections at St. Louis for Kansas City, Leavenworth, Denver, St. Joseph, Atchison, Little Rock, Denison, Galveston, and all points Southwest.

CHICAGO to NEW ORLEANS

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